

Iowa Special Education Advisory Panel
January 6, 2017
Facilitators: Nancy Ankeny-Hunt
Panel Secretary: Cayanna Reinier

Present: Valerie Baker, Craig Barnum, Carma Betz, Kurtis Broeg, Kate Cole, Jan Collinson, Billie Cowley, Margaret Joan Ebersold, Susan Etscheidt, Amy Liddell, Larry Martin, Melanie Patton, Beth Rydberg, Mary Stevens, Kelly Wallace, Kenda Jochimsen, Joel Weeks, Doug Wolfe

Department Staff Present: Barb Guy, Nancy Ankeny-Hunt, Cayanna Reinier

Not Present: Donita Dettmer, Aryn Cruse, Joseph McAbee, Christina McFadden, Amy Petersen, Karen Thompson, Erin Torruella, Kathleen Van Tol, Jason Yessak, Ruth Frush, Julie Aufdenkamp, Sandra Smith,

Minutes

Kurtis Broeg motions to approve minutes from the October 28, 2016 meeting; Joel Weeks seconds. All attending are in favor.

Individualized Career & Academic Plan

[Power Point](#) - ICAP

The Individualized Career and Academic Plan (ICAP) replaces the I Have a Plan Iowa, also known as: IHAPI, Guideways, Student Curriculum Plan, 8th Grade Plan. The purpose of the ICAP is to provide quality career guidance opportunities through meaningful career and academic planning. The changes to the plan are due to the amendment of Iowa Code 279.61 that states:

“These rules establish that each student enrolled in grade eight shall have developed by the school district an **individualized career and academic plan** and that such a plan shall be reviewed and revised each succeeding year until the graduation of that student.”

Once the new legislation was signed there was a career guidance work team that was organized to:

- Define the elements of quality career guidance;
- Identify the essential components completed by students to develop an ICAP;
- Assist in writing guidance including required and recommendation practices;
- Recommend minimum standards for career information and decision making systems (CIS);

The whole idea was to get away of taking kids out of their general education classes just to push them through their requirements; we are trying to make the requirements more meaningful and useful. To achieve this districts are required to:

- Assist as students create the Individual Career and Academic Plan (ICAP);
- Implement Essential Components;
- Create a District team and Implementation Plan;
- Choose a Career Information System (CIS); vendors list available on the DE website.

Districts will also:

- Provide a summary of the grade-level activities in support of each Essential component;
- Prove how the process will integrate with the District's comprehensive school improvement plan and school counseling program.
- Designate a district team to establish, implement, and maintain the district plan;
- Outline the components and outcomes in addition to those required by the statute to be integrated into the career and academic planning process.

The Individual Career and Academic Plan will:

- Prepare the student for successful completion of the required curriculum by graduation;
- Identify coursework in 9th through 12th grade to support postsecondary education and career options; and
- Prepare the student to complete, prior to graduation and following the timeline in the plan, all Essential Components of a career information and decision-making system that meets standards adopted by the State Board of Education.

Throughout this the ICAP the student should have self-understanding of their goals, be provided not only career information but the opportunity to explore that career, as well as explore postsecondary education opportunities that will help the student come to a decision. As the districts work through the requirements of ICAP, we want to make sure they are making connections between ICAP and other requirements (i.e. job exploration counseling, work-based learning experiences, counseling on opportunities, workplace readiness training, self-advocacy instruction) and finding the connections of the requirements to enhance the planning for the students.

The self-understanding requirement engages students in developmentally appropriate inventories and assessments that promote self-understanding, the connection to work, and engage in meaningful reflective activities about the results. Self-understanding is a critical element of an IEP as it looks at:

- Interests and Preferences
- Age appropriate transition assessments
- Post-secondary expectations
- Course of Study
- Annual Goals
- Supports and Services, Activities and Linkages

Another connection with self-understanding is job exploration counseling. Job Exploration Counseling includes any counseling to assist the student with a disability to learn and understand the demands of the workforce, the types of jobs available and the skill requirements needed to perform the essential functions of that job, and job exploration experiences so that the student with a disability can make an informed choice regarding their vocational goal. Examples of job exploration counseling include administration of vocational interest inventories and discussion on the career pathways for the interest areas identified.

Within Career Information it is a required practice that student research careers based on self-understanding results and engage in meaningful reflection about the findings. Some of the information they will look at includes:

- wages, earnings, and employment outlook (opportunities and trends) (state and national data);
- job description (tasks performed, skills, aptitudes, work conditions, and physical demands); and

- training and educational requirements (career cluster, education level, postsecondary training and education programs, and licensing requirements).

Career Information provides another layer of support by providing counseling on opportunities including: how to enroll in a comprehensive transition or postsecondary educational programs at institutions of higher education. Examples of this include a discussion on disability support services and the college application and admissions process. It is required that students engage in activities that reveal connections among school based instruction, career clusters, the world of work, and engage in meaningful reflection.

Work-based learning experiences must be provided in an integrated setting in the community to the maximum extent possible. IVRS must exhaust all opportunities for work-based learning experiences in integrated settings before placing an individual in a non-integrated setting. Work-Based Learning Experiences include in-school or after school opportunities or experiences that are outside the traditional school setting that are provided in an integrated environment to the maximum extent possible. Examples of work-based learning experiences include job shadowing, work-site tours and internships.

Postsecondary exploration requires students to engage in activities and explore relevant postsecondary education and training options related to career interests and engage in meaningful reflection on the exploration experience. Postsecondary programs or pathways related to career interests include:

- apprenticeships, on-the-job training, skilled labor;
- training programs in the military;
- industry-based certifications;
- certificate or licensure programs; and/or
- Two-or four-year degree programs.

Career and Postsecondary decision require students to complete relevant activities to meet their postsecondary goals consistent with the Individual Career and Academic Plan (ICAP) and stated postsecondary intention. Within this process students receive counseling on opportunities which includes how to enroll in comprehensive transition or postsecondary educational programs at institutions of higher education. Examples of this include a discussion on disability support services and the college application and admissions process. They also receive Workplace Readiness Training that is designed to develop the social skills and independent living skills of the student in order to demonstrate the work ethic, attitudes and behaviors needed to be successful in a competitive integrated employment environment. Examples of these include training in financial literacy, job seeking skills, as well as other soft skills necessary for employment.

Due to the fact that youth, not adults, take charge for the ICAP process, they are more likely to seek out learning experiences that align with their self-defined interests and goals, are better able to determine how to gain access to available resources to help with college planning, and to identify postsecondary pathway that will lead them to success. The common goals include:

- ICAP - State Requirement
- ICAP does not replace an IEP but works with it
- ICAP informs the IEP/Transition Planning process - Students & families come to table with understanding of student's interests, options, goals, & current plan
- Student-owned

- ICAP can promote collaboration among school admin and staff to support the Special Ed students' career development (Connects Counseling, Spec Ed, CTE, Gen Ed staff, VR and community partners)
- Students may work on their ICAP in an advisory period or weekly class (Ongoing Process, Part of Regular School Day).

CTE Redesign – Update and Input

[Power Point - CTE](#)

In 2014 House file 604 mandated that there was a creation of a Secondary Career and Technical Education (CTE) Task Force. In November, 2015 the Task Force proposed five recommendations to reform secondary CTE; they included:

1. Career guidance
2. High-quality secondary CTE programming
3. Work-based learning
4. CTE teachers preparation and professional development
5. Regional partnerships and regional centers

In House File 2392, the recommendations from the Secondary CTE Task Force and translated it into legislation which was signed by Governor Branstad on May, 2016. The legislation contains two parts: Career Guidance and CTE programming and regional partnerships.

Division I: Career Guidance includes:

- The need for school districts to develop a career and academic plan for all eighth graders based on career guidance and development standards
- Districts must choose a career information system from a list of approved vendors who meet career guidance and development standards approved by the Department.
- Districts establish a team of personnel (principals, teachers, counselors) to help every student develop a career and academic plan.

What has been accomplished thus far since HF2392: Division I was put into legislation is:

- Division I: Career Guidance Rules have been approved by the Legislature
- The Career Information System Choices has been listed on the DE website
- Districts ICAP Teams have being formed across the districts
- District Plan templates have been placed on the DE websites and planning has begun
- State Designated Career Information System has been selected and a public announcement will be made soon

HF 2392: Division II – CTE Redesign includes:

- Setting in place Regional Planning Partnership
- Multi-Year plan
- Program approval of all CTE Programs
- Advisory committee structure
- Uses and expenditures of funds

- Planning for regional centers

New and redesigned features include:

- Reconfigured service areas
- Approval of all CTE programs
- Using career academies to meet, offer, and teach requirements
- Regional planning partnerships/regional centers
- Dedicated funding to promote high quality CTE regionally

Unchanged items include:

- Offer and Teach requirement for CTE
- Management and operations of Perkins

Current status of the Division II: CTE Redesign:

- Establishing Regional Planning Partnership – discussions; bylaws template
- Multi-Year Plan – guidance documents are being created by the department
- All CTE program Approval – guidance documents currently being developed
- Advisory Committee Structure – updating advisory committee document
- Use and Expenditure of Funds – 50% Base and 50% formula-based
- Regional Center Planning – additional standards will be proposed once regional planning is further along.

There are a lot of due dates and release dates coming within the next year that will include regional partnership meeting requirements.

Data – SPP/APR

[Power Point – SPP/APR](#)

The current State Performance Plan is a six year plan that spans from 2013-14 through 2018-19 school years. The annual performance report is submitted by the Office of Special Education annually in February and is comprised of 16 indicators; 5 compliance and 11 performance indicators. The targets for this plan were adopted by the SEAP panel for 2013-2018.

When we talk about a target we are discussing the number we want to get to or go above. The threshold is the number we try to stay at or below. Majority in attendance is defined as 80% or more of the time in regular education classroom.

We will be changing how we collect the Parent Involvement Data; historically we made phone calls through a sample process, asked questions and received our data from the sample. This year we are going to look at a piece of the attendance ranking that is done with all students. We will ask the questions in the originally required of each parent to answer but then we will add an additional question to those parents with disabled students so we can look at how well the school includes the parents in making decisions. This will allow us to take a closer look and give us the ability to compare the responses to general education students which in turn will give us more of a consensus than a sample.

Success Beyond High School was another area where we are going to change the way we collect data so we can have a closer to census look. Previously we collected the data by a survey but now we will collect data from other resources including: Iowa Workforce Development and National Transcript Data.

On the Success Beyond High School slide the dropout rate really isn't the dropout rate but it is the way the Feds requires us to report it. It really is the percentage of students that exit for any reason and does not take into account those that come back. The denominator in this equation is the total number of students on an IEP who left the school for any reason and the numerator is drop out; it is not a cohort rate. In the next few months when we start look at other data that we use for Differentiated Accountability it will give us dropout rates grades 7-12 as well as give us the ability to account for the kids that leave and return.

Secondary Transition

The 4plus guidance will be released January 27, 2017. There is a meeting with the AEA Directors on coming up and we are hoping for a dialogue which will include:

- What are the implication for implementation?
- What are the things that may be have always been understood but not applied in the same way?

After that meeting Kim Drew is going to reach out to Disability Rights Iowa and Ask Resource Center to see if they would be willing to cohost an outreach to parents.

Kelly asked earlier about more information regarding graduation and diplomas. We have a draft document that the Directors have reviewed from the ESSA legislation about issuing an alternative diploma; but we want to review it against our regulations as there is a lot of conversations we need to have before any changes will be made.

We have reassigned some people within the Department of Education because of the work that needed to be done. We have pulled Sharon Hawthorne from the FEP work to monitor many areas that have been lacking guidance; we have moved Kim Drew from Secondary Transition to focus more on the FEP part of the Family Engagement, but also working on our SPDIG work on Parent Engagement and SDI. This leaves a need for in our Secondary Transition area. We need to get our Differentiated Accountability system going around our Secondary Transition area so we can get the correct data and support. We are in the process of contracting with AEA 15 with the hopes that Kim Kirchner will be heading up the systems side of Secondary Transition within the Differentiated Accountability system.

We would like some help from the group regarding how we move forward in a systemic way in regards to Secondary Transition. We are going to discuss what we have now; and what we would like to see in the future. Think of examples you have participated in or seen in your area where there has been a focus or promotion of youth into secondary education and/or transition to post school outcomes. Or needs you have recognized.

Currently Happening:

Emerging:

- We are in the beginning stages of organizing a Google Summit for our students (GHAEA)
- Core Partnerships and Summer Programming
- State DOE-VR-Pilots; New METS
- Performance measures of the workforce system required evaluation of measurable skills gains for students
- Construction stimulator (Kirkwood)
- Brining Steve Constantino to GPAEA; 6-14-17 and is free.

State/Systems:

- Juvenile Justice Re-entry project. Federal Grant DHR
- Performance Based contracting
- State – intermediary Networks and IVR
- Pre-ETS, curriculum development and classroom instruction
- TIP Books – Transition information packets for teens in Foster Care State system
- Discussion around CTE redesign
- Redesign of Family Educator Partnership
- State Transition Talks
- Aftercare for STS students and foster care
- Redesign/Enhanced service array in teen foster care programs. Promises more focus on education needs.

Person/Prep

- Teacher prep focus on T. Assessments and Post-Secondary Goals
- Teacher prep involves practicum experience in “Big Six”
- Z Space to increase STEM and job exploration
- NIACC Career Connections Externship; Kirkwood
- Teacher prep introduces students to requirements and methods to achieve successful outcomes
- Preparing pre-service educators, re: Indicators 13 & transition assessments (SPED)
- Proposed CTE requirements for individuals teaching computer/tech classes in high school

Regional/District

- Work experiences – SPED/All; District – provided; AEA supported
- AEA 267 Transition Fair (regional)
- Linking LEAS to: Intermediaries (regional/district), Iowa Workforce Development, Vocational Rehab Representatives with focus on working
- Mail (snail) Secondary Transition info to all 8th grade students with an IDE in our area
- Bringing the parent perspective to the Pacer Modules.
- PACER – presenting to (Regional)
 - Community providers
 - Parents
 - LEA Staff
- District VR support
- VR project with IJAG
- TAPS – State support to the district
- Project search – local district, VR support
- Disability subcommittee at regional workforce system and outreach to schools
- Futurefest

Gen Edu – All students

- Combined work experience program utilizing – Kirkwood workplace learning connection; high numbers of students with a wide range of placements MTSS
- MTSS based on Gen Ed

- Waterloo Career Center – early childhood, advanced manufacturing, info tech, nursing, digital graphics
- 8th grade mandatory parent meetings
- PSEO/Dual credit offerings
- APEX in Waukeg
- 11th grade interviews
- YTDM – Youth Transition Decision Meetings
- Tons of opportunities for youth development through Iowa; State extension and 4H

School District

- Middle School at Risk – Service Learning Projects. Increased: Attendance, Grades, Community Involvement, and Staff Perception of Kids.
- ISU – Ricochet – 20 selected students in leadership; helps improve connections and attendance–middle school.
- Big Brother/Sister seeing students in the school.
- Juntos Program (middle school) for Hispanic families to encourage school success and college readiness
- Z Space
- Project WAGES – Pilot curriculum from University of Oregon for students in facilities (STS and Forest Ridge)
- DHS/DE collaborating nicely regarding ESSA foster care provisions
- Make CB Grow – Graduation Required in Our Workplace. General Education initiative to partner with businesses for work experiences, job shadows, etc. Special education has been included in all activities.
- In-building work experience: Met with heads of all HR departments: Nutrition, IT, Custodial, Maintenance, etc. All departments have agreed to provide work based learning experiences for Special Ed Students.
- Formation of Transition; Steering Committee:
 - VODEC
 - Goodwill
 - Crossroads
 - Intermediary
 - IVRS
 - Ameriserve
 - Iowa Work Forces
 - CSCSD
- Voc Rehab becoming much more active in high school IEP's
- High School Alternative Program located on community college campus
- System work with juvenile boys home
- Pre-Employment training through Voc Rehab.

Wish would happen:

- State directory/tool which lists transition supports, programs, services etc. with descriptions so teachers/AEA members know about these services and have contacts.
- Parent support groups

- Parent Training
- Clarify roles of school, Voc Rehab, AEA, Parent
- Job Discovery
- Earlier Skills Assessments
- Teacher Training

Wrap-Up, Future Agenda Items, Wrap-up

Starting next Wednesday, Craig is working with a few others to launch a podcast named *Friendly Disruption*, with their guests this week will be Dr. Jerry Valentine, the inventor of Instructional Practices inventory. Look for Friendly Disruption on Twitter and they will give you link to find the pod cast.

Doug Wolfe motions to adjourn, Mary Stevens seconds.

Next Meeting:

Friday, February 24, 2017

9:00 a.m. – 3:00 p.m.

Grimes State Office Building B100